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ABSTRACT

This study investigates journal keeping as an example of successful reflective leadership and management practice among administrators in government, business and education. Twelve participants were identified through peer nomination as effective senior level administrators. Onsite observations and indepth interviews were conducted. Participants were asked to contribute any diary excerpts they felt comfortable sharing. Participants used several formats for their diaries--from computers to spiral bound notebooks--in a variety of settings, from the office to the bedside. The study concludes by explaining that journal writing provides administrators with the privacy they need to grapple with confidential issues, with a sorting mechanism useful in the naming and framing of problems, and with a calm place to stand amidst complex and rapidly changing environments. (JAM)

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JOURNAL KEEPING AS AN EXAMPLE OF SUCCESSFUL REFLECTIVE PRACTICE AMONG ADMINISTRATORS IN GOVERNMENT, BUSINESS AND EDUCATION

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...it's hard for me to understand why the "old boss" was so reluctant to give any praise to his employees - Chuck carries that on too, but his teasing and joking put-downs seem to be his way of expressing regard. Phil (my principal when I was a counselor) used to ask me if I wanted some positive feedback/to know what I was doing well, and my heart would start pounding - it felt scary to deliberately ask for it - why? Is positive stuff that powerful? Or is it just the fear of being judged rather than accepted...

Still, it means a lot to me when someone tells me they admire the way I do ____, or appreciate me because _____. Anyway, I appreciate the way Lisa organizes things and looks ahead, and problem-solves proactively, and I tell her so. Don, the "old boss," seemed to think if he praised people they'd get spoiled, it'd weaken his authority and then they'd take advantage/expect too much. Huh.

H. Harbor, a middle school administrator, here uses the writing process to work out questions about managerial competence. She is using her personal history, her own subjective reactions to praise or feedback, her observations of others and her own experiences as a boss, to illuminate present professional dilemmas. Clearly evident is the diarist's integration of emotion, intellect and the expertise of others, a process Belenky and her co-authors (1986) have labeled "constructed knowing." The use of a diary or journal provides administrators with the privacy they need to grapple with confidential issues, with a sorting mechanism useful in the naming and framing of problems and with a calm place to stand amidst complex and rapidly changing environments. V. Vance, an elementary principal, states that the journal writing process turns her back on herself and helps her feel grounded in the midst of a job that tends to be chaotic, reactive and emotional.

During the last decade much has been written about how professionals create solutions to problems through the use of reflective practices and different ways of knowing (Belenky et al., 1986; Schon, 1983; Cross, 1981). This study examines how

administrators create solutions to problems through the use of diary or journal writing, a powerful reflective practice which can assist administrators in grappling with situations that are often complex, chaotic, and rapidly changing (Cohen, March, Olsen, 1972; Peters, 1988). Today's increasingly demanding and rapidly changing environments call for managers from all walks of life to be flexible and innovative and to deal with professional problems that present themselves not as well-formed structures, but as messy indeterminate situations (Schon, 1983, 1987). These situations often carry with them uncertainty, uniqueness and value conflicts. They are situations in which the professional manager must first of all recognize conflict or potential trouble, and second, choose and name the elements within the situation that are its chief characteristics. Schon emphasizes how crucial these steps are in stating that "it is through naming and framing that technical problem solving becomes possible (1987, p. 5)." Harbor, in the previous passage, exhibits a naming and framing process in examining the complex question of how to provide work performance evaluation to employees, a situation that is both complex and fraught with value conflicts.

Managers or administrators in all fields share at least three common characteristics within this problem solving milieu. First they all work with large numbers of people, both within and beyond the organizational walls. Situations are increased in complexity by the numbers of people involved before a manager even begins to look beyond the confines of his or her own organization, because all individuals within an organization bring with them differing sets of

values, beliefs and attitudes. In addition, the social systems theory of management views leadership as shifting between coalitions of informal groups that meet the needs of followers (Hanson, 1985). These shifting coalitions add further complexity to any organizational setting. F. Farber, a university administrator, states that,

"As a human being I bring myself to this office every day...I very much believe that I am not just someone who is doing work here. I am touching other people's lives and they are touching mine."

Beyond the walls of the organization, open system management theories require administrators to consider the complex interrelationships between the organization, its environment and its employees (Hanson, 1985) . Business managers, for instance, face the conflicting values, attitudes and demands of their customers and competition, while educational administrators must deal with students, their parents and the voting public (Hanson, 1985).

Given the vast numbers of people involved in most organizational problems, it is no wonder that administrators find themselves immersed in situations of value-conflict. A principal who has a child with AIDS in his school, for instance, faces the value conflicts inherent in the attitudes of the other students, the child's parents, the teaching staff, the community, the school board and the district administration. Where in all this can a manager find a firm place to stand?

A second characteristic shared by all administrators is that they work in view of the public eye. Given all these constituents, both within and outside the formal organization, administrators tend to

perform their daily work in a very public setting. Their work is compounded not only by the varying value systems of those who watch them work and feel free to comment upon it, but by the very confidential nature of many of the issues they face. Having a child with AIDS in your school, for example, is a very confidential problem which must be dealt with in a volatile setting characterized by public scrutiny.

It is upon this stage that managers are faced with a third common characteristic: they are expected to function as leaders, examples to those around them. Administrators, to be effective, must solve problems effectively within their organizational settings and simultaneously serve as examples or teachers for those whom they lead. Bennis and Nanus (1985, p.188) have described leaders as perpetual learners who are "stretching, growing and breaking new ground." As such they model proper behavior, set values, and create organizational vision (Duke, 1986) while they simultaneously grapple with situations which are complex and rapidly changing.

This research study examines how administrators who keep a diary or journal use that process to assist them in the above task. The study links research and practice by examining journal or diary keeping as an example of successful reflective practice among administrators in government, business and education. It illuminates the use of journal or diary keeping to enhance personal and professional effectiveness by fostering problem-solving and self-growth. These findings have implications for the practice of educating professionals in post-secondary educational institutions

and for the relationship between these journal and diary keeping methods and individual epistemological development.

Twelve participants were identified through peer nomination as effective senior level administrators. Each administrator was given an initial information sheet to provide background. On-site observations and in-depth interviews were conducted by one of two researchers. Participants were asked to contribute any diary excerpts they felt comfortable sharing. All participants were guaranteed confidentiality and human subjects guidelines were followed.

Although the use of journals or diaries in post-secondary classrooms is increasing rapidly, little is known about how effective organizational leaders use journals as personal teaching tools in their everyday professional lives. Since the publication of Ken Macrorie's Writing to Read (1968) and Peter Elbow's Writing Without Teachers (1973) diaries, journals and logs have been used in English/language arts classes from kindergarten through college (Berthoff, 1978; Fulwiler, 1987; Juell, 1985; Kirby and Liner, 1981). Today the use of journals has spread beyond English/language arts classes to other subject areas and other disciplines, such as social work (Swenson, 1988).

The diary or journal writers in this study used a variety of instruments from computers to spiral bound notebooks written in a variety of settings, from the office to the bedside. Some record their dreams, others their fears, others their plans, but all make little differentiation between personal and professional problems and

all use their journals as systematic problem solving tools. Many state that they write more when they have more problems and less when things are calmer. F. Farber reports, "What I find is that when I'm in trouble and things are very difficult, I definitely gear to this much more, and use it as a tool."

Farber, a university administrator, keeps a dream journal, although she also includes images from meditation and from a process known as 'active imagination.' Farber states that these images work on the metaphorical level. They function as "gifts that I've been given as insight and symbolism." She states that journal writing has taught her that

> "There is so much depth in the world, within ourselves, within everything, and that we're barely touching the surface...it's something to be trusted and to value and to tap into. It's there to help us."

Farber uses a yellow pad by her bed which she then transfers to a looseleaf notebook. Other diarists in the study used bound journals or spiral bound notebooks. One elementary school principal, J. Johanson, has a collection of three ring binders he has kept for twenty-five years which he refers to in solving administrative problems. His journals contain data on past problem solving procedures and 'records of events with staff and children within the school. Others such as T. Tankersley, a community college administrator, keep their diaries on computer disks. Late at night when the family is all asleep Tankersley writes in both his 'regular' journal and his confidential journal which is kept in code so that if anyone stumbles on it, they cannot read it.

V. Vance kept both a professional and a personal journal for a

while and reports that she couldn't "keep them separated." She kept getting personal information in her professional journal and professional information in her personal journal. So she combined them and began to just keep one smaller hardbound notebook with her all the time in her briefcase. Her first journal was mostly a record-keeping device, "things like secretaries workshops, attendance manuals, test materials, trying to keep track of work kinds of things...trying to make sure that I knew what was going on" with her new job. That effort waned and she started writing again a year later:

> "It's been a year since this book was opened, a testimony to nothing much except its uselessness. The office moved without it. Most of what I was writing about didn't matter. I'm going to try another sort of record this year, a personal account. I'm surprised at the impulse. I wouldn't have expected such an urge during my forty-third summer, just slightly after an auspicious birthday. I'm very much feeling the mid-life anxieties. I've realized for the first time that some things won't happen."

E. Barnhart, a hospital administrator, started keeping a journal when she was "working three jobs, pregnant with my first child and going to graduate school. I needed some way to put down some of what I was thinking and feeling. I kept it for about three years, until I was done with graduate school."

Most diarists in the study now keep one journal that combines both personal and professional information. Like Barnhart, they find that the journal contains a mix of personal and professional events and feelings just as their lives do. In addition to keeping journals that combine personal and professional information, many diarists include both informational and emotional passages. E. Barnhart states that now she uses her journal,

"basically for two things, to get rid of emotions when I'm really angry or upset about something, I'll go write about it, or just to sort the clutter from my life. I don't know if other people feel this way, but my life seems incredibly complex. I need to just get rid of some of the clutter and writing is a good way to do that."

Here Barnhart exemplifies the typical administrator as professional problem solver, functioning in the midst of an often very chaotic environment. She uses journal writing to help her focus or sort information and events. This first step for many diarists is to use the writing process to help them order their own experiences. Like Barnhart, V. Vance describes how journal writing helps her bring order to her life:

"...It's almost a way of kind of making order out of chaos...taking that chaos of experience and putting it on lined paper with that particular kind of pencil and that sort of real careful handwriting."

Administrators who keep a journal or diary use it to help them solve problems in three general ways. First they use writing as a way to sort through the often chaotic circumstances in which they find themselves. The writing process helps ground them and helps them to sort out issues and obstacles. This first step involves naming and framing the problems they are confronted with, whether these problems be professional or personal. In addition writing helps sort out and define the emotional baggage that frequently accompanies any complex problem. These professionals increase their effectiveness by using both their intellect and their instincts to define the heart of any given problem they encounter. Second, journal writers use the process to generate possible solutions to problems. They brainstorm possibilities and evaluate or analyze those possibilities through the writing process. Third, they use

their journals as records of successful past problem solving. It is a way to remind themselves of how particular problems were solved and to reassure them that they can find a way out, even when they are stuck. Here their journals operate as data banks of possible workable solutions and moral support at points of exhaustion or despair.

I. SORTING, NAMING AND FRAMING

Administrators often need to clarify what is important in solving a particular problem. They must clearly identify the issues involved, the obstacles, and the pertinent questions. Schon calls this behavior "naming and framing" and feels it is a crucial step in solving any problem. Perhaps most important in the solving of complex problem, those found in the low swampy ground rather than the high ground, is the task of problem setting, through the complimentary acts of naming and framing (Schon, 1986, p.4).

V. Vance describes the naming process as one that helps problems appear more manageable. She says,

> "I think for me just being able to put words to experience has the effect of sort of putting things in perspective, giving them some distance, making them seem manageable because they can be named. I think it's a way that I kind of take charge of my experience."

Vera John-Steiner (1985) describes the drive felt by many verbal thinkers to put words to experience. She believes that to those individuals for whom language is the dominant mode of thought, the desire to capture experience through words is never satiated. The role and power of words in the mental life of a verbal person is

described by Gail Godwin in her novel, The Odd Woman:

> What she wanted was a metaphor of her own...Her profession was words and she believed in them deeply. The articulation, interpretation, appreciation and preservation of good words. She believed in their power. If you truly named something, you had a degree of control over it. Words could incite, soothe, destroy, exorcise, redeem (1976, p.1).

This almost insatiable drive to name one's experience is born perhaps in part from the need to feel more in control of one's chaotic circumstances. As those who "are in control," administrators feel an obligation to order experience not only for themselves, but for those around them. F. Farber describes coping with this need for control:

> "...the one thing I keep telling myself that's been helpful is to trust the process. In fact, I not only say that about meditation, but about much of life. And that's real healthy for me, in fact, I believe that one of the reasons that I was led to meditation is that I'm such a high control person...the areas of my life and my character that needed to be developed had to let go of that control. And I would not willingly let go of it, but I was very attracted to meditation and knew maybe instinctively I needed the balance...in meditation I learned to let go and in learning to let go and finding out the world didn't fall apart just for the half an hour I wasn't in control taught me that it was OK to not be in control and to let go and then some real gifts have come out of that, but I couldn't move any further until I learned that lesson."

Farber has reached a point where she believes in letting go of control and allowing natural processes to take over. This belief in process characterizes many journal writers in this study. They believe in the writing process and this belief encourages them to live with less control both in their journal writing activities and in their lives as managers. They can begin to have faith in group processes at work, as well as faith in the problem solving process in general. If diarists understand and use writing not solely as documentation but as process, they are able to give themselves

permission to dump anger, to write "garbage" in an effort to sort through their own feelings and confusion.

The administrators in this study seem to use writing as "a means to self-discovery" (Myers, 1983). Murray asserts that, "writers use language as a tool of exploration to see beyond what they know (1978, p. 87)." E. Barnhart obviously understands the value of writing as a problem solving process in this passage about why she keeps a journal:

> It permits me, it forces me to be introspective and to deal with thoughts and feelings that I have inside me that I otherwise probably would not deal with. And I find that to be very therapeutic, a very freeing kind of experience...sometimes if you get to the bottom, get to the end, you know you wish it were different, you know it can't be different, and so you accept it and go on. And sometimes you do come upon other ways of thinking about or dealing with an issue and that's OK too. So actually two things are happening there, and one of them is that you're discovering solutions, like oh well here's a way I can go see Gordon, or oh my gosh look at all these miles I'm traveling, no wonder I'm tired, maybe it would help if I rested! And other times you come to the end and you go, this is the way it is and that's the way it has to be or it's going to be and you know there isn't any solution or resolution to this one.

It is obvious here that Barnhart understands not only the power of writing in the problem solving process, but the power of writing in reaching acceptance of those things that cannot be changed. She has reached a clear understanding that not all problems are solvable.

Even though solutions to one's problems may not be readily evident, simply sitting down and writing can be a meditative act, one that helps administrators to face the chaos and admit confusion. As a new school administrator, V. Vance writes:

> "I'm alone at school today...the place seems chaotic, not ready for the onslaught. In fact, I'm not ready. In fact, I don't even know what being ready might mean."

Here the chaos is present both internally and externally. Removing oneself to write can be a method for quieting the chaos, creating calm before the storm. Vance goes on to discuss the value of reflective activities in coping with a new job:

"I've missed you journal, missed you and the piano and the books. Can't get enough sleep, eat and drink too much, don't run often. The balance is wacky, but I don't see how to modify it right now. I keep hoping that I'll slow up as I get more experience, but it looks like this is the pace I'll be keeping even when I know what in the hell I'm doing. Here comes George, only 7:15 and we're off. I like this quiet time, somehow."

"This quiet time" as described above is an opportunity to sort through both internal and external noise. Many diarists mentioned their emotions as internal noise. Both professionals in the field of social work and journal writers in this study used the writing process to examine this "noise" by raising awareness levels and making conscious the emotions or prejudices which may unconsciously get in the way of their ability to work with people effectively. Thus the diary becomes a place to school oneself, a pedagogical catalyst. Managers are able to improve their powers of observation by writing about their day and by discovering, during the writing process, what is significant to them. H. Hildebrand, a corporate vice-president, describes this process as one of discovery:

"I have no idea what I'm going to write. I sit down. I pick up the pen and I write something. I go, 'Whoa! That was on my mind?' So it's almost a way for me of reading my mind, which sounds real odd, but it is fascinating sometimes to see what you write, when you sit down to write. So I know that immediate sense of, 'Huh! That was important to me.'"

Here she is able to step outside herself and see herself more objectively, perhaps more as others do. For most administrators

seeing yourself as your co-workers do appears to be useful. No one can completely recreate another's viewpoint, but administrators can gain some objectivity not only by writing down what they are thinking and feeling, but by going back later and viewing their own thoughts after some time and distance have occurred. This ability to gain a fresh perspective is recognized and valued by managers in a wide variety of professional disciplines. For instance, in the field of social work, Swenson sees the professional log as a place to "reach for imaginative, synthesizing, metaphoric perspectives (1988, p.311)."

In addition, the writing process allows diarists to "discover" what they are thinking - concerns which may be gnawing on an unconscious level can be brought to the surface, examined and thereby more readily understood. Free floating anxiety can be named. One diarist describes this process as "making me more real to myself."

Simply sitting down, beginning to write, and noticing what comes up, a process called "freewriting," which was described earlier by Hildebrand, is one way these diarists explored their unconscious processes. Two additional ways diarists in the study explored their own unconscious processes were to record their dreams and to use the journal as an emotional dumping ground. Images in dreams, kept in a dream journal, helped F. Farber to understand her interactions with others in the workplace and to facilitate her own self-understanding and growth.

R. Bridgeman, who works in the extremely rational linear world of public accounting, reports using the journal "as a core dump of

whatever is going on," a place to release emotional turmoil. Here the object is not to create order, but to balance the rational linear processes of the work world with the elicitation of strong subjective feelings, to investigate a portion of the self that is inhibited by the daily professional world. The journal functions not so much as a "sorter" but as an emotional dumping ground. Interestingly, this journal writer does not use an ordered bound journal, but writes on scattered pieces of paper which are then periodically crammed into a file. Even the method of writing is congruent with the diarist's purpose. She does not want an orderly record, but is writing to discard emotions and thus writes on discardable paper.

II. SOLVING PROBLEMS

After sorting and identifying feelings in order to frame a problem in a particular way, journal writing administrators move to the second step of generating possible solutions to problems. V.Vance uses her journal to help sort through an issue that needed to be kept confidential, "This year the big thing I wrote about in the journal was the little boy with AIDS." Here this diarist tries to grapple with the problem:

> Oh boy, I'm really going to have to think about this carefully, and even then, I just don't know. The best thing is to keep the facts and Steve's rights clearly before me and to accept the fact that people will be frightened. The other side is that Steve may not come back. He's already pretty sick, but even so, the fact of his illness will be with us. We will need to help the kids with their fear and grief, talk about the disease, help people understand. I wish for more courage and wisdom.

She sorts possible obstacles, begins to generate solutions and clarifies her own feelings of despair and doubt about how to deal

with this complex problem.

Using the journal to solve problems involves evaluation of possible solutions and the listing of goals. This goal setting step takes the form of personal strategic planning in which the diarist often decides upon a set of actions to solve a problem and then begins to systematically carry out these steps. L. Leslie, a hospital administrator, used this method to move from one job to another. First the problem was defined. Then the steps needed to solve the problem were listed. Having clarified what needed to be done, the diarist simply went out and did it. This diary excerpt, from educational administrator H. Harbor first sorts through the source of her worry, then documents what she has already done and finally moves to what she intends to do next:

> I am worried about Mary - one of our three first year teachers. She has seemed really remote lately, and was the only one who didn't come to the secret pal party other than two who are ill. There seems to be some jealousy toward her by some of the other women teachers- because she's young, cute, enthusiastic, flirts with the fellas and hangs out with them. I talked to her about the importance of developing and maintaining women friends on the staff but I suspect she picks up on their disapproval and just can't (won't?) get through her own feelings of rejection. Sigh....First year teachers are so <u>young</u>. Guess I'll spend some time with her.

Diarists in the midst of a problem may pause to ask, "What is happening here? What is important? How do I feel about it? How can I best deal with it?" In a study of college students' mathematical problem solving, Schoenfeld (1985) found that these types of general metacognitive level questions help students to avoid perseverating in unproductive approaches. Likewise problem solving managers use these questions to help them steer their course. Here, H. Hildebrand uses the journal process to document what went wrong on a particular

occasion and to make notes on how to improve:

> So if I'm in the middle of the day at work and...I...get upset about something...{I}...write some notes to myself about things that I want to do better and feelings that I'm having and ways I think I can correct them.

Perhaps the most powerful factor in journal writing is it's ability to make the problem solving process concrete, real, able to be discerned. If the diarist is able to capture and articulate possible solutions to problems on paper, they can be contemplated, manipulated, and understood in ways that are much more difficult if they just float around in the head. H. Hildebrand describes how writing helps to "capture" her thoughts:

> So really I find writing helps me explore things that if I didn't stop to write about it, it would just slip off and I would even forget that I ever made that observation...

Diaries and journals provide both a private place for managers to make observations during the day and an place to explore problems, problems that may be confidential, or problems that may require a safe place to rehearse solutions. Because they are required to function as teachers and leaders, administrators often have less permission to 'fail' publicly and therefore may have a great need for a private place to rehearse possible solutions to problems. Almost all research participants did not mention their diary or journal keeping functions when asked about their lives. Most never mentioned that they were diary or journal keepers until they were asked directly. This underscores the peculiarly private nature of this process. Most had also never shared their diary with anyone before. Some have even gone so far as to destroy old journals:

> I used to worry about someone reading them and being hurt. I

destroyed all my old notebooks. I just have the two most recent ones. When I finally decided they were just for me, then I began to write more and feel OK about it.

III. SUPPORT THROUGH DOCUMENTATION OF PAST PROBLEM SOLVING

Old journals also serve to help managers remember how particular problems were solved in the past. They serve as data banks of possible workable solutions. In addition, they provide moral support at points of exhaustion or despair. H. Hildebrand states that

"...it's also nice when you get stuck again to go, 'OK, um, I've been stuck before'...and there's something real reassuring to me...in knowing that I can work my way out of things. And it's here. I know that. And if I need to go back and look, I can check that out."

Rereading one's diary provides encouragement and a clear sense of growth. Long term diarist Hildebrand describes the difference between the entries of fifteen years ago and the entries today:

"And I do get a sense, when I think about myself, you know, fifteen years ago, sitting down and writing things, there was a lot more confusion about what was going on, a lot more noise...and I, I feel more confident about who I am in this, now. And actually, I think that would show in the writing, if I went back and read things. There was a whole lot, um, a lot of crap..."

Later this diarist mentions the value of rereading these entries, not only to understand how far you've come, but to work at keeping in touch with who you were. Joan Didion, in her essay "On Keeping A Notebook" describes this as a central function of journal writing:

"I think we are well advised to keep on nodding terms with the people we used to be, whether we find them attractive company or not. Otherwise they run up unannounced and surprise us, come hammering on the mind's door at 4 a.m. of a bad night and demand to know who deserted them, who betrayed them, who is going to make amends...It is a good idea, then, to keep in touch, and I suppose that keeping in touch is what notebooks are all about (1968, p.142-143).

H. Hildebrand. goes a step further and states that it is important

not only to keep in touch with but to learn to accept the people we used to be. She states: "I think in a long term sense, the thing that keeps me doing it is...it's nice to know what you've learned." Thus the journal becomes a way to value yourself more, to value your own growth processes. A natural extension of this is increased ability to value others, to value their growth processes. These journal writers seem to have increased capacity as administrators to value their subordinates and to honor their ability to grow and change, in fact to foster growth in others in the same ways that they have fostered their own growth. They are constantly improving their interpersonal skills by increasing self-understanding and self acceptance which leads to acceptance of others. Professionals in the field of social work (Swenson, 1988; Fox, 1982) are now advocating the use of journals by both students and practitioners for just such purposes.

IV. COMBINING RATIONAL AND INTUITIVE THINKING

The use of personal journal writing in these successful professionals informs the work of Perry (1968), Kohlberg (1981), Gilligan (1982) and Belenky et al. (1986) on male and female epistemological, psychological and moral development by examining possible models of knowing and learning. In seeking solutions to problems these professionals systematically use journal writing to access information on both rational and intuitive levels. Belenky, Clinchy, Goldberger and Tarule, in their study of Women's Ways of Knowing (1986) have termed this integration of reason, intuition and the expertise of others 'constructed knowledge.' Constructivists are

described as those who make the unconscious conscious, consult and listen to the self, voice the unsaid, and listen to others, staying alert to all the currents and undercurrents of life about them. Constructivists use the self as an instrument of understanding in order to weave their passions and intellectual life into some recognizable whole (Belenky et al, 1986, p. 141). They are able to develop a narrative sense of self, past and future.

Although this knowledge can be constructed through a number of different symbol systems, to include art and music, Belenky and her co-authors report that most often the women in their study found the world of books, literature and words to be the symbol system in which they immersed themselves. They frequently kept diaries and were producers as well as consumers in the medium they chose to develop (1986, p. 162). Vera John-Steiner, in her study of 'experienced thinkers,'(1985, pp.1-2) also mentions several symbol systems, languages or modalities of creative thought, in which her participants worked or lived: visual thinking, verbal thinking, the language of emotion, and scientific thinking. Steiner reports that being creative is a self-reflective process. It is one that may often use private languages and modes of thought, but eventually these must then be translated into forms others can comprehend. This is especially true for administrators whose central task is the direction and management of others. The translation of private thought to public expression or action is essential.

H. Harbor, a middle school administrator, exhibits the construction of knowledge in her diary passage, partially quoted

earlier, which begins with a discussion of the value of praise in the work setting, moves to personal fears, then to a childhood memory and back to the work setting. This diarist is using her personal history to illuminate present professional dilemmas. Clearly evident is the diarist's narrative sense of self, as well as the integration of emotion, intellect, and the expertise of others:

> ...it's hard for me to understand why the "old boss" was so reluctant to give any praise to his employees - Chuck carries that on too, but his teasing and joking put-downs seem to be his way of expressing regard. Phil (my principal when I was a counselor) used to ask me if I wanted some positive feedback/to know what I was doing well, and my heart would start pounding - it felt scary to deliberately ask for it - why? Is positive stuff that powerful? Or is it just the fear of being judged rather than accepted...
>
> I was thinking on my walk tonight about being told when I was young that I had 'great potential,' and how stultifying that was- sort of an insult, in that what you are right now isn't good enough in and of itself, when here you are doing the best you know how. Still, it means a lot to me when someone tells me they admire the way I do ____, or appreciate me because _____. Anyway, I appreciate the way Lisa organizes things and looks ahead, and problem-solves proactively, and I tell her so. Don, the "old boss," seemed to think if he praised people they'd get spoiled, it'd weaken his authority and then they'd take advantage/expect too much. Huh.

Certainly this kind of access to the emotions and the past coupled with data about the present fosters effective problem solving in these administrators. Here the journal functions as a repository for the integration of various levels of information, a place to synthesize and analyze. E. Barnhart describes this process as a 'churning' that not only synthesizes the information, but helps to unclutter the mind. By dumping the information onto paper she "takes a lot of stuff that would ordinarily just churn around in there and because I've dealt with it, it doesn't have to churn around in me."

Journal or diary writing provides each manager with more objective information, information that can be discerned, made concrete by

being written in black and white, information that can be viewed more objectively. In addition it cleanses the mind, unclutters it and calms the diarist in the midst of an often complex and rapidly changing environment. Barnhart goes on to say:

> I think it's made me calmer in my inner self, my self-assurance, and that has got to spill over into my work. You know all the stuff about it starts at the top and it trickles down. That's all true. That's one hundred percent true and I know that how I am and where my head is and where my philosophy is on any given subject filters to everybody that I deal with and ultimately filters down to all the employees for whom I am responsible in some way or form. So if I'm confident and serene on the inside then that's got to be beneficial.

Here the diary itself has an impact on the diarist, providing data, synthesized information, reflecting the diarist's developing sense of self and access to one's personal voice. It is a tool which first receives and then supports, reinforcing individual growth and self-understanding. Belenky and her co-authors underscore the importance of this sense of self in the constructivist's view. They state that "becoming and staying aware of the workings of their minds are vital to constructivists women's sense of well-being. Self awareness aids them in setting the ground rules for their interactions with others and in self-definition (1986, p.141)." Certainly administrators and managers in all walks of life could benefit from assistance in their interaction with others, as this is one of their primary professional functions. Thus the diary or journal can form a solid support for increasingly effective interpersonal relations.

CONCLUSION

Effective administrators in a variety of educational, business and

non-profit organizational settings are using journal or diary keeping as a reflective tool to increase innovation, foster problem solving and facilitate growth in both their personal and professional lives. These professionals consciously engage in reflective writing through three general steps, problem setting, problem solving, and the nurturing or support of this process through documentation of past problem solving, thereby creating more complex solutions over time.

They first use their journals to sort through the chaotic and rapidly changing environments in which they work in order to identify both potential and all ready present complex problems. This sorting involves an examination of present conditions, possible value conflicts, and possible unconscious emotional responses to the situations they face. Diarists then use the writing process to "name and frame" the problems they face, an important first step in technical problem solving according to Schon (1985). For many verbal thinkers, things become more manageable when they are able to put words to experience (John-Steiner, 1985). Here diarists use writing as a means to self-discovery (Myers, 1983), sorting through their own perceptions, prejudices and unconscious emotional reactions to life's events. The unconscious can be made conscious and the conscious can be made more concrete. In addition diarists give themselves distance and a fresh perspective through the writing process. Often merely the meditative act of writing creates calmness where there has been chaos and clarity where there has been confusion.

Journal writing promotes self-understanding and acceptance, and as a natural extension promotes the understanding and acceptance of

others. Both of these characteristics are crucial to the success of managers whose chief task is managing people.

After the initial sorting and problem-setting stage, diarists turn to problem solving. Here journals are often used to brainstorm solutions, analyze alternatives and contemplate possible obstacles. Managers are able to set goals and rehearse possible solutions to problems in a private setting. The privacy of the setting allows journal writers to deal with confidential problems and to try out solutions in a safe setting. The journal sometimes becomes a personal tool for strategic planning in which metacognitive level questions can be posed to help managers steer their course (Schoenfeld, 1985). These administrator diarists report that journal writing makes problem solving more concrete, more real, more able to be discerned.

A third use of journal writing is its ability to sustain and encourage the writer. In her essay on American literature and women's lives, Florence Howe (1984) underscores the need for literature that encourages and sustains the reader. In the face of a lack of published material, these diarists create their own. By documenting how past problems were solved, managers create a data bank of possible solutions and a place of moral support in the face of exhaustion or despair.

Because diarists combine their personal and professional lives in their writings and because they document both emotional and rational processes, the journal becomes a pedagogical tool for connected learning and constructed knowing (Belenky, 1986). In making the

unconscious conscious and staying alert to all the currents and undercurrents about them, these managers are able to access more information and make more connections, thereby creating more complex solutions to the problems they face. Both analysis and synthesis of rational and intuitive information take place through the writing process, helping these managers to construct knowledge through the integration of emotion, intellect and the expertise of others. Here the journal functions as both a repository of data and a support for self-awareness and the construction of knowledge (Belenky et al, 1986).

If managers have thus constructed an efficient pedagogical tool, certainly educators of adults, especially those in administration, should examine its use in professional training. Post-secondary students should be encouraged to use journals in educational settings not only for descriptive purposes or to discuss course content, but to engage in this systematic process as a way to foster the integration of their present personal and future professional lives and as a lifelong problem solving tool.

Diary or journal writing could serve students as a means to the integration of rational and intuitive knowledge as well as a means to connect information from varying fields. Educators of adults know that these students have a special need to connect personal experience with course content (Brookfield, 1988). Journals are ideally suited to making learning more meaningful as well as more complex.

Stephen Brookfield has cited four major insights from research on

adult learning. First, Brookfield asserts that the most important kind of learning is that with personal meaning, which arises from connected or constructed knowing. Brookfield states that women's ways of knowing may really be adult ways of knowing (Brookfield, 1988; Belenky et al, 1986). Certainly journals function in ways which individualize learning by adding personal meaning to that which is learned in the classroom.

Second, adults report that their peak learning experiences were not necessarily joyful or releasing, but challenging, painful, and anxiety-ridden. Brookfield concludes that students need to be challenged in the classroom just as they are challenged by life. Certainly the increase in writing, and thus learning, is evident in this set of administrative journal keepers as they faced increased pressures and problems in their lives.

Third, Brookfield asserts that much important learning is unanticipated and unexpected. Often to the professor's surprise, much student learning had little to do with the syllabus and came from the instructor's ability to pursue ideas, take risks and be creatively aware of "the teachable moment." Here Brookfield recommends learning journals to help students capture their significant learning experiences in the classroom. As reported by the administrative diarists in this study, "teachable moments" or significant learning experiences can go unnoticed unless captured and examined on paper through the writing process.

Last, Brookfield reports that adults are often pushed out or psychologically battered by the traditional education process. They

need to be provided with as much informal learning as possible, including opportunities to develop the capacity for critical reflection. Here, again, journals provide adult learners with informal learning opportunities and the space for much needed critical reflection of their experiences. Journals, then, meet all four of the major criteria for efficient adult learning according to recent research. Special care should be taken to include journals in any adult learning situation.

At present classroom journals are used as pedagogical catalysts to clarify hazy issues, reinforce learning experiences and stimulate imagination (Emig, 1977; Britton, 1975). Perhaps the most important addition to the present use of classroom journals is the awareness of their effectiveness in the construction of knowledge. Fulwiler (1980) claims that journal writing individualizes instruction every time a student writes, but even here the value of combining rational and intuitive knowing can be overlooked unless its importance is understood. Further studies are needed to carefully examine the ways in which professional journal keepers "make the unconscious conscious" and the way they consult and listen to the self in the construction of knowledge. Administrative journal writers can increase their problem solving ability simply by using the three steps listed previously, sorting, solving and support. Beyond that special attention should be paid in the future to the use of classroom journals as pedagogical catalysts for the integration of reason, intuition and the expertise of others.

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